

Swinton Playgroup

The Reading Rooms, Main Street, Swinton, MALTON, North Yorkshire
YO17 6SR



Inspection date	14 March 2019
Previous inspection date	15 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Relationships with parents and other professionals are strong. Staff regularly discuss children's progress and share key information about their development. They work collaboratively to provide suggestions and activity packs, which help to provide a consistent approach and support children's learning at home.
- The management team systematically evaluates the quality of the setting and the service that they provide. The manager regularly seeks feedback from staff, parents and children regarding the quality of the setting. She includes this information in the self-evaluation process and uses this method to identify any areas to improve.
- Children develop very strong relationships with staff and their friends. They delight when staff greet them into the setting and settle quickly as they begin to play with their friends.
- Children are eager and motivated to participate in the activities that staff plan for them. They thoroughly enjoy singing and completing actions to nursery rhymes. Children listen intently and recall key themes in the stories that staff read to them. They are making good progress towards the early learning goals.
- Staff do not consistently allow children enough time to play and explore their own ideas during child-initiated play, for example, before they are asked to tidy play equipment away.
- The management team does not have precise enough monitoring systems to help to swiftly identify and address any emerging gaps in children's learning.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- allow children more time to play and explore, for example, before they are asked to tidy play equipment away
- refine the monitoring systems used to assess children's progress, to identify emerging gaps in their learning and close these swiftly.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector had discussions with parents, staff and children during the inspection.
- The inspector completed a joint observation and evaluated the quality of an activity with the manager.
- The inspector reviewed a sample of policies, procedures and other records regarding health and safety.

Inspector

Jennifer Dove

Inspection findings

Effectiveness of leadership and management is good

The management team organises the setting well. Staff receive regular safeguarding training and attend meetings with the local authority to keep up to date with current issues which may affect a child. The staff and management team demonstrate that they would act promptly to protect a child. Staff complete daily risk assessments to ensure that the areas of the premises children access are safe and suitable. The management team implements effective recruitment procedures which help to ensure that all those who have access to children are suitable. Safeguarding is effective. The management team monitors staff performance to ensure that they receive targeted professional development plans to develop their practice further.

Quality of teaching, learning and assessment is good

Staff plan stimulating activities for children which incorporate their interests. For example, children show an interest in the gingerbread cutters they use while playing with play dough. Staff extend children's learning well by reading a story about the gingerbread man. Children bake their own gingerbread biscuits and complete research online to find images and ideas to decorate them. Staff encourage children to follow instructions and recipes to weigh the ingredients. Children smell different ingredients and talk about how they look before they mix them together. This helps children develop good physical, literacy, communication and mathematical skills. Staff support children to develop good hand dexterity, for example as they use pincers to extract small plastic bugs from piles of spaghetti. Younger children develop good mark-making skills as they draw lines and connect these together using marker pens to draw on large ceramic tiles. Staff encourage children to give meaning to the marks they make. Older children learn how to recognise and write their own name.

Personal development, behaviour and welfare are good

Children enjoy the time they spend outdoors in the fresh air. They are independent and help to dress themselves for outdoor play. Staff take children on 'listening walks' where they discriminate between the different sounds they hear in the environment. Children imagine what the birds and vehicles look like and describe these with staff. They engage in role play and use plastic construction equipment to pretend to repair the slide. They work well together as a team and express what they need to do next. Children develop good physical skills as they ride tractors and use both feet to push the pedals. They use climbing equipment and balancing beams well. Staff provide children with fresh fruit at snack times and they have access to drinks of water throughout the session. Children wash their hands and help to set the tables ready for mealtimes.

Outcomes for children are good

Children persevere with the tasks they set out to complete and demonstrate very high levels of confidence and self-esteem. For example, they build large tracks, bridges and roads using various construction materials. Children think critically and problem solve as they discuss what equipment they need to use next to extend their track. Children delight in the praise and encouragement they receive from staff for their very good work. Children are well prepared for their eventual move on to school.

Setting details

Unique reference number	400254
Local authority	North Yorkshire
Inspection number	10065114
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	27
Name of registered person	Swinton Playgroup Committee
Registered person unique reference number	RP518686
Date of previous inspection	15 October 2015
Telephone number	01653 695020

Swinton Playgroup registered in 1992 and is run by a committee. The playgroup employs five permanent and two supply members of childcare staff. Of these, the manager holds a childcare degree and six members of staff hold appropriate early years qualifications at level 2 and 3. The playgroup opens from Monday to Friday during school term time. Sessions are from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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